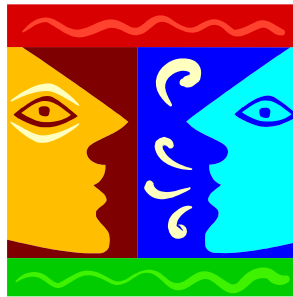


Whose Line Is It?



A Project on Communication for Interpersonal Classes

**Designed by
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Title

Whose Line Is It?

Grade Level

Grades 7-12

Products

Survey and results on the communication in your school

The following handouts: Levels of Communication
 Communication: Helping or Hindering
 Communication Checklist
 Parent Relationship Scale

Optical illusion paragraph

Series of news articles in a newspaper format

Guiding Question

What are some good communication skills that you should use in daily life and when there is a conflict?

Introduction:

Communication is at the basis of all relationships. When individuals learn how to communicate effectively they can accomplish things both personally and professionally. When conflict does occur people need to learn how to communicate and work through problems. The bottom line is all individuals need to learn and use good communication skills.

Task:

You and your partners have been given the task of reporting to your school counselor and administration on the communication that is occurring in your school. Lately the school officials have been noticing a decline in how people communicate with each other. The counselor and administration want to know what is currently happening with communication. They feel there are problems with how people communicate. At times they feel that students could get along better with each other, students and teachers need improved communication, teens and parents could get along better and the school and parents could improve their communication. After analyzing what is happening in your school they would like you to write a series of news articles.

Comprehensive Standards:

- 4.3 Demonstrate communication skills that contribute to positive relationships
 - 4.3.1 Examine communication styles and their effects on relationships
 - 4.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication
 - 4.3.4 Examine communication barriers

FACS Content Knowledge

Key Words: communication and conflict resolution

Academic Skills:

Language Arts

Goal 2. Indicator 4, benchmark c

Compile and synthesize information to make reasonable and informed decisions

Goal 2. Indicator 4, benchmark b

Write to analyze, synthesize, interpret and use new information.

Process Outcomes:

Foundation Skills:

Basic Skills- reading, writing, and listening

Thinking Skills- reasoning, decision making

Competencies:

Information- acquires and evaluates information

- interprets and communicates information

Technology- selects technology

Resources- allocate time

Planning and Timeline

8-10 (50 minute) class periods

Products

Survey and results on the communication in your school

The following handouts: Levels of Communication
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 Parent Relationship Scale

Optical illusion paragraph

Series of news articles in a newspaper format

Activities:

Fact Gathering

1. As a group conduct a survey of 40 different individuals in your school. These individuals may be students, classmates, teachers, administration, and parents. You and your partners will develop a list of 20 questions that will give you insight on how individuals

view the communication in your school. After conducting the survey you will write a summary of your results and how people communicate in your school.

2. To get some background information read pages 235 through 250 in **Contemporary Living** book. You will use this information in your series of news articles.
3. Complete the handout **Levels of Communication**. You will get your information to fill this handout in the above reading of the Contemporary Living book.
4. To gain some specific information on things that help and hurt communication do the following handouts:

Communication: Helping or Hindering-from Goodheart Wilcox workbook
Communication Checklist-from Goodheart Wilcox workbook
Parent Relationship Scale- from South Dakota K-12 Counselors Guide

These activities will give you some specific examples to use.

5. Now you need to gain some information on differing perceptions. Go to the following web sites and look at the different optical illusions.

http://www.funology.com/braindrains/bd_opticalillusions.cfm

<http://www.geocities.com/SoHo/Museum/3828/optical.html>

<http://www.indianchild.com/3d%20mainpage.htm>

6. Read page 20 in the **Win Win** magazine to gain more information on differing perceptions. After looking at the different optical illusions and reading the article on perceptions, write a paragraph on how different opinions can get in the way of communication.

Win Win magazine- Peace Education Foundation, 1900 Biscayne Boulevard, Miami, Florida 33132-1023, (305) 576-5075 Fax (305) 576-3106 or you can order it from Hearlihy, www.hearlihy.com, 866-622-1003.

7. Read pages 22-23 in the **Win Win** magazine to learn the power of the “I” statement and 10 do’s and don’ts for communicating effectively.
8. Read pages 26 and 27, He Never Listens, She Never Understands in the **Win Win** magazine. This article talks about how men and women communicate differently.

Analyzing and Inform:

1. Write a series of 7 different news articles in a newspaper format on the following topics:
Differing Perceptions

Verbal and Non Verbal Communication
Levels of Communication
What helps communication
What hurts communication
The importance of communication
Listening

You will be writing it to one of the following groups:
Students communicating with each other
Students and parents communicating with each other
Students and teachers communicating with each other
Parents and school communicating with each other

Instructional Support

You will need to utilize the computer lab for the newspaper

Assessment:

You will be assessed on the following:

1. Survey and results
2. The following handouts:
 - Levels of Communication
 - Communication: Helping or Hindering-from Goodheart Wilcox workbook
 - Communication Checklist-from Goodheart Wilcox workbook
 - Parent Relationship Scale- from South Dakota K-12 Counselors Guide
3. Optical illusion paragraph
4. Series of news articles in a newspaper format. (Newspaper rubric)
5. Group participation (Student Group Participation Rubric and Teacher Group Participation Rubric)

Resources

Contemporary Living book, Verdene Ryder, Marjorie B. Harter, Ph. D., Goodheart- Wilcox Co. Inc., Illinois, 2002 copyright.

http://www.funology.com/braindrains/bd_opticalillusions.cfm

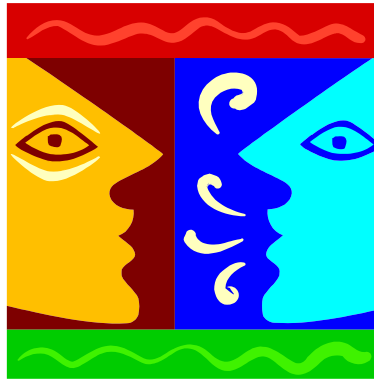
<http://www.geocities.com/SoHo/Museum/3828/optical.html>

<http://www.indianchild.com/3d%20mainpage.htm>

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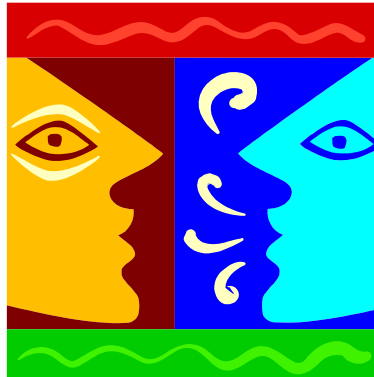
Caring and Sharing, South Dakota k-12 Counselor's Guide, South Dakota Department of Education.

Student Group Rubric



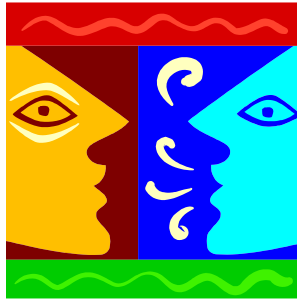
Category	Member 1	Member 2	Member 3	Member 4
	(0-25 points) Name_____	(0-25 points) Name_____	(0-25 points) Name_____	(0-25 points) Name_____
Willing to Help Others				
On Task				
Concerned with Quality				
Completed Share of Work				
Total				

Teacher Group Participation



Rating	4	3	2	1	Score
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate	X 2
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person	
Quality of Interaction	Excellent listening and leadership skills exhibited: students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted	
Role Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members	
Total					

Newspaper Rubric



	4	3	2	1	Score
Layout	The newspaper has no spelling and grammar errors. Design of the newspaper is exemplary.	The newspaper has little or no spelling errors. Design of the newspaper is good.	The newspaper has several spelling and grammar errors. Design of the newspaper needs some improvement.	The newspaper has numerous spelling and grammar errors. Design of the newspaper is very poorly laid out.	
Articles	Completely accurate; all the facts were precise and explicit All information required	Most accurate; a few insistencies or errors in information. Most information that was required is included	Somewhat accurate; more than a few inconsistencies or errors in information. Some of the required information is included	Completely inaccurate; the facts in this project were misleading to the audience. Little of the required information is included.	X 10
Template	The template includes a masthead, bylines, columns, excellent use of white space, graphics and appropriate fonts.	The template includes a masthead, bylines, columns, good use of white space, graphics and fonts.	The template includes a masthead, bylines, and columns.	Template includes columns.	
Cited References	All references are cited	Most references are cited.	Some references are cited.	No references are cited.	
Preparation	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilize more than eight types of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on topic	X 3
Total					

Levels of Communication

Directions: For each of the 5 different levels of communication that people use define each level and then give an example the conversation that would occur at this level.

Level Five- Cliché Level

Level four- No commitment of self

Level three- Sharing of ideas

Level two- Sharing of feelings

Level one- Complete communication

- Adapted from Contemporary Living by Goodheart Wilcox